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ABSTRACT

The policy statements presented in this collection were adopted by the American Association of Community and Junior Colleges (AACJC) between 1973 and 1987. The statements cover the following issues: (1) accreditation of associate degree granting institutions; (2) specialized programmatic accreditation; (3) access to education; (4) affirmative action; (5) the associate degree; (6) the associate degree in nursing; (7) the associate in applied science degree; (8) community education; (9) developmental education programs; (10) educational business activities of community, technical, and junior colleges; (11) the importance of humanities instruction at community colleges; (12) intercollegiate athletics; (13) international and intercultural education; (14) the American Medical Association's proposal on registered care technicians; and (15) student assessment. All position statements and resolutions adopted by the AACJC subsequent to the adoption of the original policy statements are included. Though the policy statements vary in length and detail, most include a definition of the problem or issue, recommendations for action, and specific resolutions. (JMC)

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AACJC

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Policy Statements of the American Association

of Community and Junior Colleges

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POLICY STATEMENT

American Association of
Community and Junior Colleges
National Center for Higher Education
One Dupont Circle, N.W., Suite #410, Washington, D.C. 20036

ACCREDITATION

The AACJC Board approved, in principle, the following statement on accreditation, and authorized the staff to implement the program.

1. Establishment of an on-going agency within the Association to conduct studies, serve as liaison between the field and the staff and the Board, develop communications networks to serve the field and to recommend further necessary actions.
2. Encouragement and support of staff level cooperation among national organizations to promote nation-wide interpretation and understanding of accreditation.
3. Inclusion of specific agenda items on accreditation at AACJC annual meetings, workshops and seminars.
4. Periodic publication of monographs, articles in the *Journal* and in newsletters on accreditation.
5. Promotion of meaningful graduate education components in re basic and current issues in accreditation, especially in university and college leadership development programs.
6. Working separately, and in co-operation with other organizations in organized campaigns, to promulgate the purposes of accreditation.
7. Organization of a pilot or demonstration program, with possible funding from a foundation, based on the idea of full public disclosure.
8. Examination of the best ways to achieve public involvement at appropriate levels of the accreditation process (perhaps with the support of a foundation grant).
9. Establishment of a clearinghouse on accreditation developments and concerns of special interest to member institutions.
10. Re-affirmation by the Board of earlier position statements concerning the role of regional accrediting associations, and, the proposed creation of a unified non-governmental, national accreditation agency.

These recommendations are made with the firm conviction that such action can generate support for and acceptance of certain fundamental accreditation policies and conditions including the following:

1. Accreditation should remain fundamentally a non-governmental, voluntary process.
2. A single non-governmental voluntary accreditation agency should be established at the national level.
3. The primary responsibility for accreditation should rest with the regional accrediting associations.
4. Voluntary accreditation both institutional and specific requires the understanding and support of broad publics.
5. Co-operative efforts of many national organizations are required for the improvement and the broader understanding of accreditation.
6. Accrediting agencies themselves must maintain a continuing effort to promote and utilize evaluation procedures which foster broader public understanding of accreditation.
7. The purpose of accreditation must be consonant with the institutional missions of junior and community colleges.
8. Continuous study must be made of the implications for junior and community colleges in the shifting of the locus of power from one level of control to another, e.g., the current shifting of power from the local community to state levels.
9. The AACJC has a responsibility to support and strengthen efforts to improve accreditation processes.

Adopted November 1973

POSITION STATEMENT ON ACCREDITATION, 1977 AMENDMENT

The American Association of Community and Junior Colleges has viewed with growing concern the increasing proliferation and fragmentation of accrediting organizations and activities, particularly in the health-related areas. AACJC strongly supports the values of voluntary, non-governmental accreditation and general or institutional accreditation. We also recognize the need for specialized or programmatic accreditation in a limited number of fields where it is clearly in the public interest. However, we do not believe that post-secondary education or the general public are well

served when institutions must divert time, attention, and resources away from serving students in order to respond to the demands of a growing host of specialized organizations.

AACJC is particularly concerned when, as is occasionally the case, the requirements of the specialized accrediting bodies would dictate institutional policies, practices, and even forms of organization. We support accreditation as a time-tested process for evaluating and assuring educational quality and not as a vehicle for asserting political demands or protecting professional interests.

The Council on Postsecondary Accreditation (COPA) was created by the post-secondary education community, including responsible accrediting organizations, to serve as a means for bringing order and value to the accreditation process. AACJC supports COPA as its "chosen instrument" for carrying out this purpose. We commend COPA for creating a special Task Force on Proliferation and Specialization, we offer our support and cooperation to COPA and its Task Force, and encourage similar support from its member institutions.

We view this problem as one of the more urgent and important issues to be addressed today and urge that it receive the attention of the total post-secondary education community.

Adopted June 1977

RESOLUTION ON ACCREDITATION OF ASSOCIATE DEGREE GRANTING INSTITUTIONS

Whereas, granting of the associate degree is central to the mission of community, technical, and junior colleges; and

Whereas, the associate degree is to be awarded only for completion of a coherent program of collegiate study including a core program of general education designed for a specific purpose; and

Whereas, institutions offering the associate degree are providing the individual with the means to progress toward productive citizenship, be that through employment, or entry into a baccalaureate degree program; and

Whereas, institutions that offer the associate degree assume a responsibility to students and the public for establishing and maintaining excellence in all collegiate educational programs.

Therefore, Be It Resolved, that the Board of Directors, American Association of Community and Junior Colleges, affirms its support for accreditation of associate degree granting institutions only if they meet the following criteria:

- provide a coherent program of study comprised of a sequence of courses including a well-defined core of collegiate level general education.
- require students to demonstrate proficiency in the use of language and computation, regardless of their educational or career goals.
- certify that students receiving the degree have indeed attained associate degree levels of collegiate educational achievement as specified in the AACJC Board approved policy statements on associate degrees.
- create a continuing dialogue with the institution about the quality and integrity of its associate degree offerings.
- meet additional standards as specified by the regional and national institutional accrediting agencies that are recognized members of the Council on Postsecondary Accreditation.

And Be It Further Resolved, that a copy of this resolution be forwarded to all AACJC member colleges and to the accrediting agencies that are members of the Council on Postsecondary Accreditation.

Approved by AACJC Board of Directors
April 22, 1987

American Association of
Community and Junior Colleges
National Center for Higher Education
One Dupont Circle, N.W., Suite #410, Washington, D.C. 20036

AACJC BOARD POSITION ON SPECIALIZED PROGRAMMATIC ACCREDITATION

There are two basic types of accreditation, general and programmatic. General or institutional accreditation is concerned with the quality of an entire institution. The Council on Postsecondary Accreditation and the U.S. Department of Education recognize six regional accrediting bodies. Programmatic accreditation, on the other hand, is concerned with the evaluation of a specific program within an institution. There are three categories of specialized programmatic accreditation as follows: state licensing agencies or boards, certain professional organizations, and state and national organizations concerned primarily with accrediting.

Since the inception of accreditation nationally, regional associations dealing with institutional accreditation have grown from one to six. Specialized accrediting agencies, however, have grown from one to sixty-three as currently listed by the U.S. Department of Education. This list does not include the various state licensing agencies or boards. Growth in the number of programmatic accrediting agencies has been phenomenal in the last ten years. This growth has been particularly rapid in agencies accrediting the allied health professions. The AMA alone lists 26 allied health occupations for which it serves as the accrediting body in collaboration with other allied health specialty organizations.

The majority of colleges do not challenge the right of accrediting agencies to establish minimum competency standards which are designed to protect the public. Specialized accrediting agencies have, however, drifted away from simply establishing minimum competency levels. In many cases they have narrowed their focus to the point that they are attempting to manage not only the curricula but also institutional policies and procedures. In addition, some appear to function to protect the parochial interests of their members.

There are three major reasons why colleges have become increasingly concerned with the impact of programmatic accreditation. The financial cost associated with this type of accreditation is certainly a major reason. Secondly, accrediting agencies are becoming more specialized and narrower in their focus and overlap responsibilities of other agencies and of the colleges themselves. Lastly, colleges are beginning to seriously question whether programmatic accreditation improves the quality of education. For example, the National League for Nursing data from the July, 1981, nursing licensure examinations compares student performance from associate degree NLN accredited programs with that of students from associate degree NLN non-accredited programs. In four out of the five examinations given, the associate degree students from non-accredited programs outscored those from accredited programs.

Within the last several years, institutions have begun to look for solutions to some of these problems. The resolution passed in June of 1977 by the Board of Directors of the American Association of Community and Junior Colleges is an excellent starting point for colleges concerned about programmatic accreditation. A portion of that resolution reads as follows:

> If it is determined that programmatic accreditation of programs is necessary, it is recommended that the institution assign responsibility for accreditation liaison to a member of the administrative staff. This individual should be responsible for all accreditation activities and must have detailed knowledge of the specific requirements of the various accrediting agencies. In addition, colleges should insist that accreditation visits be minimized, normally not more frequently than once every five years, and coordinated with the site visitations of regional accrediting bodies.

Adopted April 1983

American Association of
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National Center for Higher Education
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1976 POLICY STATEMENT ON ACCESS

Millions of citizens—senior citizens, workers, minorities, and others—are in danger of being denied the services of their local community colleges. For the first time a number of state legislatures are, in effect, closing doors of educational opportunity which they have helped to open in community colleges.

State contributions have become important to community college financing during the past decade. Such contributions have made possible low cost educational and social services to a wide clientele: young persons preparing for careers, persons in mid-careers developing new skills, senior adults learning how to make retirement productive and satisfying.

Now state budgets are dictating an examination of priorities. In some states, legislatures are placing ceilings on community college enrollments. They are, in effect, saying educational services to some citizens will not be supported. But, the needs are still here.

The danger is that priority decisions concerning community colleges will be based on out-of-date information. The nation's 1,200 community and junior colleges enroll more than 4 million persons in credit courses alone. More than half of these (2.2 million) are part-time students. Additional large numbers of part-time students are enrolled in non-credit courses. The average age of community college students is age 29.

These are students who live in their communities. Most work part-time or full-time and pay taxes. The wide variety of services offered by community colleges are in response to their needs.

Community colleges also respond to the need of their communities, working closely with human service agencies, business, industry, labor unions, to assess needs for manpower training and retraining.

The doors of community colleges have been traditionally open to all adults who can benefit from their services and there has been low or no tuition so that all who wish to learn may learn.

Nearly every state has opened new community colleges in the past decade. The result has benefited millions of persons in hundreds of communities. Increasingly the whole community is seen as the campus and every citizen a student. In many communities one in ten citizens are served by the community college each year. In some communities the average is higher.

Community colleges are not institutions for the young only. They are community resource centers to be used throughout every citizen's lifetime. They should be assessed in terms of responsiveness to community needs and the number of persons served. Services offered must be as broad as community and human needs.

We call on state legislatures for new assessments of community educational needs. Educational needs in communities have changed remarkably in recent years. Adults and senior adults have increased their demands for educational services in many localities. Community colleges have responded. But now there is danger the gains made in extending educational opportunity may be lost in the name of economy.

We acknowledge the problems of finance in our present economy. But we cannot support solutions that simply propose a return to past priorities. Society's needs have changed, especially with regard to preparation for work, retraining, and retirement.

We call for each institution to examine itself toward increased productivity.

We urge alliances among those whose programs are often most needed but also most threatened by budget cuts: community colleges, community schools, organizations providing links between education and work, senior citizen groups, and others.

We call for new plans in each state to implement lifelong learning opportunities for all citizens. State education priorities must consider our current economic *and* social needs. The educational opportunities of millions of citizens depend on it.

Adopted March 1976

American Association of
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National Center for Higher Education
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1987 POLICY STATEMENT ON ACCESS

Opportunity with excellence has become the clear message for community, technical, and junior colleges. In many ways the word "opportunity" can be translated to "access." Access to higher education is closely tied to the development and growth of the community college movement. The public believed that the community college "open door" would ensure access to education and a better life for all citizens. Those unable to attend four-year colleges due to poor academic preparation, financial limitations, or geographic location would have the opportunity to pursue the American dream at colleges within commuting distance of their homes.

On the surface, it appeared that the country had met its moral and legal obligation to provide access and educational opportunity for its citizens. But while students could enroll in most programs with ease, some did not successfully achieve their educational aspirations. Critics claimed that the "open door" had become a "revolving door," and access was viewed as simply having an open door admissions policy. This limited view of access did not fulfill the intent of providing educational equality.

Toward a New Definition

The mission of community, technical, and junior colleges must go beyond the limited understanding and practice of "open door" admissions. Access must be seen as an effective process to ensure student success. A new definition of access must focus on the institution's responsibility to help its students succeed once they enter the "open door," with retention and program completion as key components. Effective student assessment, coupled with developmental support, can improve retention. Access and retention can then be measured by the number of students who enter and who achieve their educational goals.

Fulfillment of opportunity with excellence in American higher education requires an attitude and commitment supportive of the broader concept of access. This is reflected in college policies, practices, and programs that are intentionally designed to ensure student success from the point of entry, through the pursuit of educational goals, and toward the fulfillment of successful exit goals.

Toward a New Commitment

Defining access as an effective process to ensure student success will require staff and organizational development. College policies, procedures, and practices must be directed toward student success. Student persistence and success relate directly to positive and caring staff. Staff must understand cultural diversity, recognize learning styles, diversify teaching methods, and understand their role in providing support to all students.

It also is important for colleges to analyze the community's perception versus the institution's desired image because a clearly defined and communicated image is vital to access. A commitment to access is a commitment to understanding who the college serves and to informing all constituents of various college opportunities. A commitment to access extends to effectively articulating with other agencies and institutions, to broadening community support, and to creating information networks that invite community members to engage in partnerships for education and training.

Recommendations for Action

Each community, technical, and junior college is urged to recommit itself to providing access to quality education and services through the reaffirmation of its admissions policy and the establishment of effective programs and services to ensure successful transition and exit. Specific to this overall recommendation, colleges should:

1. Identify community needs and establish or redefine the college's mission and goals to meet those needs. The college's mission and program exit standards should be communicated clearly to the community it serves. Institutional practices must be consistent with the college mission.
2. Review existing institutional intervention strategies and develop and on-going evaluation system to ensure that the strategies are effective. Intervention strategies must become part of institutional process.
3. Develop new intervention strategies (within the scope of the college mission and resources) in light

of identified community and student needs. Assessment and developmental education support are important intervention strategies for each college to institute or expand.

4. Promote and expand staff development programs to prepare staff for the diverse needs of students and to support and deliver intervention strategies that ensure successful student access and matriculation. Staff development programs must enhance the effectiveness of total staff participation in the community.
5. Engage in broad institutional dialogue on issues related to access, and collaborate to develop strategies to promote access. Discussion on the issues and strategies likely will result in a team approach toward college efforts.
6. Enage in institutional research to study community characteristics and student demographics to measure the effectiveness of institutional access. Research efforts should include the study of the successful versus the unsuccessful achievement of student goals after enrollment.
7. Seek policy and financial support from local, state, and federal decision makers. It is important that they understand access and accept their roles and responsibilities to help develop the human resources of our nation.

Adopted November 1987

American Association of
Community and Junior Colleges
National Center for Higher Education
One Dupont Circle, N.W., Suite #410, Washington, D.C. 20036

AFFIRMATIVE ACTION

RESOLUTION ON AFFIRMATIVE ACTION, 1973

1. **WHEREAS,** The American Association of Community and Junior Colleges is committed to the concept of quality education for *all* students in community and junior colleges in the United States;

2. **WHEREAS,** The Congress of the United States has mandated the removal of artificial, arbitrary, and unnecessary barriers to employment when the barriers operate indiviously to discriminate in racial or other impermissible classification:

3. **WHEREAS,** The principle of affirmative action has been mandated by the Civil Rights Act of 1964 as amended, the Executive Order 11246 as amended, the Equal Opportunity Act of 1972 and other applicable laws and judicial decisions; therefore, be it

4. **RESOLVED,** That the American Association of Community and Junior Colleges strongly endorses the concept of Affirmative Action and encourages boards of education and boards of trustees to implement Affirmative Action progams as their moral obligation and to carry out a policy of active and open recruitment to employ, retain, promote and upgrade women and ethnic minority persons.

Adopted February 1973

POLICIES AND PROCEDURES AFFIRMATIVE ACTION, 1976

That the Board of Directors of the AACJC reaffirms its commitment to equally consider the representation of women and ethnic minorities with all other groups on the Board of Directors, its committees, and on the Association's task forces, commissions, committees, and other special groups.

And further, that those responsible for nominations and appointments continue to actively seek and equally consider women and ethnic minorities with all other groups for nominations and appointment.

Adopted June 1976

American Association of
Community and Junior Colleges
National Center for Higher Education
One Dupont Circle, N.W., Suite #410, Washington, D.C. 20036

THE ASSOCIATE DEGREE

The Associate Degree

The associate degree program is hereby affirmed as central to the mission the community, technical, and junior college. The associate degree reflects the larger goals of educational attainment the institution holds for its students. It is a means through which the institution develops and maintains integrity in its educational programs. When appropriately defined, the associate degree becomes an integrating force for the institution, serves as an important student guide, and requires commitment on the part of the student for program completion.

Emphasis on the associate degree program indicates to faculty, administrators, students, and society that the community, technical, and junior college has a vision of what it means to be an educated person and affirms the college's commitment to program continuity, coherence, and completion. The associate degree must indicate that the holder has developed proficiencies sufficient to prepare for upper-division collegiate work, or to enter directly into a specific occupation with confidence. The degree should be awarded only for completion of a coherent program of study designed for a specific purpose.

The Responsibility for Quality

The institution offering an associate degree assumes a responsibility to students and the public to establish and maintain excellence in all educational programs. In offering such a degree program the individual institution recognizes the obligation to certify that the student receiving the degree has indeed attained associate degree levels of achievement. When an institution awards the associate degree it is providing the individual with the currency to negotiate the next step, whether that step be into fulltime employment or into a baccalaureate degree program. The associate degree should be recognized by employers and baccalaureate degree granting institutions as the best indication that a student has attained the knowledge and skills necessary to enter a field of work or an upper-division college program.

Quality community, technical, and junior colleges demand substantial investments, and the investments return great dividends to individuals and to our nation. Because of the investment required to build and maintain a quality program, the institution has a professional obligation to develop programs where resources are sufficient to ensure quality. In addition, the institution, in partnership with the communities it serves, must provide straightforward information to appropriate decision makers about the resources required to maintain a quality program.

Organization of the Curriculum

Working under the direction of the appropriate administrative leaders, it is the responsibility of the teaching faculty and academic staff to design, monitor, and evaluate the specific associate degree programs offered by the institution. This process should involve consultation with others, both inside and outside the institution. The associate degree program links learning that has gone before with learning that will come after. Therefore, those concerned with framing the associate degree requirements must not approach the task in isolation. Full attention must be given to continuity in learning, as well as to the proficiencies required for an individual to achieve career satisfaction. Community college leaders are encouraged to maintain a continuing dialogue with high school administrators and faculty, as well as with college and university decision makers, with regard to program scope and sequence. The student should experience little or no loss of continuity, or loss of credits, when moving from one level of education to another.

The resulting associate degree program should consist of a coherent and tightly knit sequence of courses capped by an evaluation process that measures the outcomes of the learning process, either at the course level, comprehensively, or both. All degree programs must include the opportunity for the student to demonstrate proficiency in the use of language and computation, for whatever their career goals, students will be called upon to exercise competence in these areas.

In addition, all associate degree programs should reflect those characteristics that help define what constitutes an educated person. Such characteristics include a level of general education that enables the individual to understand and appreciate his/her culture and environment; the development of a system of personal values based on accepted ethics that lead to civic and social responsibility; and the attainment of skills in analysis, communication, quantification, and synthesis necessary for further growth as a lifespan learner and a productive member of society. It is understood that

not all of these elements are attained fully through organized courses, but that the intellectual and social climate of the institution and the variety of other educational activities engaged in by students may play an important part. It is incumbent upon the institution to develop appropriate procedures to assess required learning gained outside the formal course structure.

The Associate in Arts and Associate in Science Degrees

These degrees primarily prepare the student to transfer to an upper-division baccalaureate degree program. Programs leading to these degrees are similar in nature. The general trend has been to offer the associate in science degree to students who wish to major in engineering, agriculture, or the sciences with heavy undergraduate requirements in mathematics and science. The associate in arts degree gives emphasis to those majoring in the social sciences, humanities, arts, and similar subjects. However, it should be noted that the distinction between the two degrees and the eventual baccalaureate major has become somewhat blurred in recent years. Students awarded associate in arts or associate in science degrees should be accepted as junior level transfers in baccalaureate degree granting institutions.

Associate in Applied Science Degree

The second type of degree program is designed to lead the individual directly to employment in a specific career. While the titles given these degrees vary considerably among community, technical, and junior colleges, the most common title is associate in applied science. Other titles used are associate in busines, associate in data processing, or other specific occupations, and associate in applied arts and sciences. It should be noted that the number of degrees awarded in these occupational areas has been increasing in the last two decades. In some instances, particularly in the health-related fields, the degree is a prerequisite for taking a licensing examination. Some institutions belong to voluntary specialized accrediting agencies that set qualitative and quantitative degree standards for their programs. Although the objective of the associate in applied science degree is to enhance employment opportunities, some baccalaureate degree granting institutions have developed upper-division programs to recognize this degree for transfer of credits. This trend is applauded and encouraged.

Associate Degree Titles

In recent years there has been a profileration of titles of associate degrees. This has been true especially in occupational areas where some institutions offer many different degrees in specific technologies. In an attempt to reduce the number of these degrees and to avoid confusion as to the level of academic achievement attained, it is highly recommended that:

(a) The titles associate in arts and associate in science degrees be used without further designation.

(b) The associate in applied science degree may have additional designations to denote special fields of study such as nursing, computer technology, or law enforcement.

(c) For all associate degrees the transcript of a student should reveal the exact nature of the program completed and whether courses are recommended for transfer to bacclaureate degree programs.

(d) The names or designations used for associate degrees be limited to the above three times.

Guidelines for the Evaluation of Programs

Many factors may enter into the evaluation of associate degree programs. The most basic and important elements relate to the objectives the institution itself has set for the degree program. Does the program, for example, provide the foundation in general education the institution has set as a goal? Does the program provide students with the competencies required to compete successfully in a career role? The evaluation of degree programs should create a continuing dialogue within the institution concerning associate degree quality and the relative success of the college's graduates. Creative faculties will find many effective ways of assessing their degree programs. The systematic followup of the college's graduates must not be overlooked as a necessary evaluation tool.

Ideally, the evaluation of associate degree programs in community, technical, and junior colleges should be accomplished by the institutions themselves and not by state or federal agencies. Regional accrediting associations serve as self-regulatory bodies to help institutions monitor and evaluate the quality of their associate degree programs. In order that accountability for such evaluations may be clearly understood, institutions should designate institution-wide oversight bodies to evaluate the continuing balance and quality of associate degree programs.

Looking Ahead

This policy statement is limited to the associate degree, thus leaving unexamined a host of other important elements of the community, technical, and junior college mission. These institutions are attended by many individuals for valid reasons other than obtaining a degree. Continuing education and noncredit courses are also reaffirmed as important to the mission of community, technical, and junior colleges. Nothing in this policy statement should be interpreted as discouraging colleges from admitting students who do not have degree objectives to all courses for which they are qualified and from which they will benefit.

While this policy statement is limited to a definition of the associate degree, it is recognized that further work should be pursued to define other community college outcome measures. Such study is important to the future of community, technical, and junior colleges, particularly as they attempt to influence funding agencies and legislators, and to meet a great diversity of individual human need.

Adopted July 1984

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THE ASSOCIATE DEGREE IN NURSING

BACKGROUND STATEMENT

The Board of Directors of the American Association of Community and Junior Colleges believes that it is incumbent upon the American Nurses Association, or any other professional organization proposing to change the entry-level requirements for nursing licensure, to provide the public with adequate documentation and well-reasoned arguments to support changes in educational requirements. The American Nurses Association's proposal for change in the basic educational requirements for entry-level nurses does not address the fundamental issues that are prerequisites to serious consideration of any change in educational requirements for entry-level licensure into one of the health care professions. We endorse the statement of the American Hospital Association's Council on Human Resources that:

> The establishment of or revision in entry-level educational requirements for health care practitioners should be made only when adequate documentation justifies the proposed requirements. The approach should be collaborative, not unilateral. It should take into account the broad interests of the health care delivery system as well as the practitioners, students, employers, educators, and consumers. The strategy for implementing the change should include an effective mechanism for enhancing the knowledge and skills of the current workforce at an affordable cost.

The American Nurses Association proposal to establish two separate levels of nursing practice, as a substitute for the present single level of nursing practice, fails to identify the additional skills and knowledge required for safe and effective nursing practice under the proposed new licensing structure that are not integral parts of the present system of nursing licensure. The proposal fails to consider the detrimental effect implementation of the proposal will have upon the current and future supply of nurses. The proposal fails to specifically identify the areas of nursing competency requiring additional educational preparation. The proposal fails to identify and supply information on the cost and the availability of funding for the creation of the many new programs of nursing education that will be needed to accommodate the thousands of baccalaureate nursing students required under the new license structure. And most critically, the proposal fails to provide adequate analysis of the costs and relative benefits that will accrue to the health care delivery system, the profession of nursing, educational institutions, and society from the implementation of the proposed change in educational requirements for licensure at the entry level of nursing.

The Board of Directors of the American Association of Community and Junior Colleges believes that the change in the minimum educational qualifications for nursing licensure proposed by the American Nurses Association for entry into the practice of nursing would, among other things:

a. Adversely affect the delivery of health care throughout the nation and not serve the best interests of the general public;
b. Increase health care costs and increase staffing problems for hospitals and health care facilities throughout the nation;
c. Disrupt and dismantle the proven system of associate degree nursing education, which has established an enviable record of meeting the health care needs of the people of the United States;
d. Decrease the available number of future registered nurses qualified to meet the health care needs of the people of the United States;
e. Deprive minority and economically disadvantaged students throughout the nation, who traditionally choose the lower cost two-year associate degree nursing programs offered at community, technical, and junior colleges, of an avenue of access to careers in nursing;
f. Deprive a substantial number of residents of many states, where few, if any, baccalaureate nursing programs are available, of an equal opportunity to obtain a nursing education preparatory to licensure as registered nurses;
g. Increase the cost to taxpayers throughout the nation of support for higher education by requiring additional funding for the more expensive new baccalaureate nursing programs, as opposed to the less expensive and more cost-efficient associate degree nursing programs offered at community, technical, and junior colleges;
h. Deprive associate degree nursing graduates of the right to continue to enjoy the privilege of being licensed as registered nurses, a right which they have enjoyed for over thirty years throughout the nation;

i. Create two impractical and unrealistic categories of nurses that prove to be totally unacceptable in the work setting of hospitals and health care facilities throughout the nation;
j. Deprive current Licensed Practical Nurses of their right to continue to serve in hospitals, nursing homes, home health-care, long-term care facilities, and other health care agencies throughout the nation.

AACJC BOARD RESOLUTION

WHEREAS, during the past thirty-five years, from 1952 to 1987, more than three hundred and fifty thousand nursing students have graduated from Associate Degree in Nursing Programs offered at community, technical, and junior colleges throughout the nation; and

WHEREAS, Our associate degree nursing graduates, who have been licensed as registered nurses in the fifty states throughout the nation, are on a daily basis making significant contributions to the health care delivery system of the nation; and

WHEREAS, The American Nurses Association has embarked upon a national crusade to change the present minimum educational qualifications for all candidates for licensure as registered nurses to a baccalaureate in the science of nursing; and

WHEREAS, The current requirements for licensure as a Registered Nurse are meeting the felt needs of our nation for an adequate, skilled, and competent corps of registered nurses for the people of the United States;

BE IT THEREFORE RESOLVED by the Board of Directors of the American Association of Community and Junior Colleges that the Board of Directors endorses continued recognition of the successful attainment of an Associate Degree in Nursing as a minimum educational requirement to sit for the licensure examination for entry into nursing practice as a Registerd Nurse in any state in the United States; and

BE IT FURTHER RESOLVED that the Board of Directors supports continuance of the right of each successful candidate for licensure to be designated as a "Registered Nurse" without any limitation as to scope of nursing practice based upon the type or source of the candidate's prior educational preparation; and

BE IT FURTHER RESOLVED that the Board of Directors will actively oppose any change in the current licensure requirements of the individual states that would jeopardize the future existence of Associate Degree in Nursing Programs in community colleges, technical schools, junior colleges, or other institutions of higher learning, as viable avenues toward licensure as a Registered Nurse in any state in the United States.

BE IT FURTHER RESOLVED that the Board of Directors favors the establishment, independent of any governmental or state licensing authority, of a viable system of evaluation to grant certification or appropriate recognition by way of a credential for the attainment of any nursing competency beyond the entry level of nursing practice to nurses possessing a baccalaureate degree or advanced degree in the science of nursing; and

BE IT FURTHER RESOLVED that the Board of Directors supports continued recognition of successful completion of the current one-year curriculum in Practical Nursing as a minimum educational requirement to sit for the examination for licensure as a Licensed Practical Nurse. The Board of Directors supports the right of each successful candidate for licensure to be licensed as a Licensed Practical Nurse in any state in the United States.

Adopted April 1987

American Association of
Community and Junior Colleges
National Center for Higher Education
One Dupont Circle, N.W., Suite #410, Washington, D.C. 20036

THE ASSOCIATE IN APPLIED SCIENCE DEGREE

Introduction

The quality of American education is a prime issue of national concern in this decade. The gulf between societal expectation and realization was first identified in the elementary and secondary schools with the label of mediocrity being liberally applied. Soon after, higher education also came under scrutiny. By the early 1980's, the American Association of Community and Junior Colleges (AACJC) had already begun a study of the Associate Degree which serves as the curriculum base for the 1,200 community, technical, and junior colleges in the nation. The conclusions and recommendations of this study provided basic guidelines for the associate degree which were accepted as an official policy statement by the Board of Directors of AACJC in July of 1984.

The dialogue within the two-year college community generated by this statement has sparked a closer look at a specific type of associate degree—the Associate in Applied Science (AAS). This most recent and perhaps most promising variant is designed primarily to prepare students for immediate employment in a career field without foregoing the opportunity for further education. The AACJC Policy Statement included the following reference to the Associate in Applied Science Degree:

> The second type of degree program is designed to lead the individual directly to employment in a specific career. While the titles given these degrees vary considerably among community, technical, and junior colleges, the most common title is Associate in Applied Science. Other titles used are Associate in Business, Associate in Data Processing, or other specific occupations, and Associate in Applied Arts and Sciences. It should be noted that the number of degrees awarded in these occupational areas has been increasing in the last two decades. In some instances, particularly in the health-related fields, the degree is a prerequisite for taking a licensing examination. Some institutions belong to voluntary specialized accrediting agencies that set qualitative degree standards for their programs. Although the objective of the Associate in Applied Science degree is to enhance employment opportunities, some baccalaureate degree granting institutions have developed upper division programs to recognize this degree for transfer of credits. This trend is applauded and encouraged.

Postsecondary occupational education, including AAS degree programs, increased dramatically between 1960 and 1970. According to the National Center for Educational Statistics, 43% of all associate degrees awarded in this decade were occupational in nature. By 1980, according to the preliminary presentation of the AACJC National Task Force to Redefine the Associate Degree, this figure had risen to 62.5%. The AAS degree, or similar occupational degrees, had become the choice of the majority of community, technical, and junior college graduates.

Statement of Purpose

In response to this trend, the National Council for Occupational Education (NCOE), an affiliate of AACJC, saw an urgent need to identify criteria leading toward excellence in the AAS degree so that it may become the cornerstone for a national program of human resource development. It will then become more effective for a wide range of occupational education and as a national employment credential.

In the interest of brevity, as well as avoiding areas already dealth with in other recent reports of undergraduate education, this report is primarily concerned with the scope, form, substance, and image of the degree—all in a national context.

As in the preceding work of the AACJC National Task Force to Redefine the Associate Degree, the overall objective of this report is to clarify the function of this specific associate degree and to recommend ways of strengthening it. In a word, to propose, with ample feedback from the field, criteria for excellence in AAS degree programs.

Criteria for Excellence in AAS Degree Programs

1. Associate degree programs designed primarily for immediate employment should be designated as an Associate in Applied Science Degree Program.

Considerable variation in associate degree titles exists across the nation, particularly in occupational education. Although some states use the Associate in Science (AS) degree to designate two-year occupational programs, by far the more common usage is the AAS. Common degree terminology should improve national visibility, reduce confusion in our mobile economic

society, increase the credibility of the AAS degree, and form the basis for a nationwide program of human resource development.

2. The AAS degree should be identified with a specialty designation.

This identification of a specialty or major, currently common practice in many institutions, implies relevant preparation for employment in a specific area of work. Even though there are advantages in labeling the degree program as specifically as possible, this should not preclude designations that cover a field of study rather than a single specialty, e.g., Associate in Applied Science Degree in Health Occupations.

3. AAS degree programs must be responsive to the employment needs of business, industry, public agencies, the military, and entrepreneurship.

The single most important purpose of the AAS Degree is to prepare students to enter directly into specific occupations. For the degree to achieve greater acceptance as an employment credential, effective articulation must be developed between the educational institution and the employers of the AAS degree graduates. The most important facet of the linkage with employers is the maintenance of a timely and effective curriculum reflecting current practices in the work world. This relationship with employers, however, breaks with academic tradition in that AAS degree curricula are not initiated and developed solely within the educational institution. This partnership between the institutions and the potential employer needs to be nurtured continuously.

4. All components of the AAS degree requirements should become outcome oriented.

Common practice in higher education is to define course and program requirements in terms of subject matter topics. Instead, faculty and academic officers from all components of the program should develop and disseminate a statement of the course and program outcomes that students must achieve. While not all of the course and program outcomes can easily be measured, there remains a responsibility to define the knowledge, skills, and attitudes students are expected to attain. It is expected that this outcome orientation will apply to all components of the degree, including general education, related studies, and technical specialty courses. Evaluation measures and procedures should be routinely utilized to assess the adequacy of each course in meeting stated outcomes. Special attention should be given to measuring the success of graduates on the job.

5. The AAS degree requirements should be limited to 60 to 72 semester credit hours or 90 to 108 quarter credit hours.

There is a growing tendency to expand credit hour requirements for occupational programs to meet a variety of pressures including those from specialized accreditation and licensure agencies. Semester credit hours beyond 60 (90 quarter hours) lengthen and intensify the program beyond the normal academic load. Fifteen credit hours per term is a reasonable and challenging load for full-time students. Requirements beyond 60 semester hours (90 quarter hours) should be fully justified in terms of program outcomes. Remedial and developmental work should be in addition to the collegiate level requirements of the degree program but should, whenever possible, be pursued concurrently with skill training to enhance intent and relevance.

6. The technical specialty component of the AAS degree should constitute 50% to 75% of the course credits.

Although general education is increasingly more important in an informational society, the credibility of occupational programs rests with the ability of the AAS degree graduate to function at the technical and mid-management level. The technical specialty component should emphasize an applications orientation through laboratory, clinical and work experiences sufficient to qualify for entry-level employment.

7. The general education component of AAS degree programs should constitute a minimum of 25% of the course credits with the combination of general education and related studies constituting up to 50% of the course credits.

There is an increased recognition of the importance of general education and related studies as integral components of occupational education. Increasingly, the ability to think, reason, compute, communicate, and adapt to change are essential if workers at all levels are to remain employable and cope with the expanding knowledge base. General education also includes human development in civic, consumer, environmental, and social responsibilities. Related studies typically achieve a dual purpose of enhancing general human development and providing a basic foundation for the pursuit of more advanced occupational goals. General education and related studies outcomes should be identified, implemented, and measured by the institution.

8. Although open admission to the institution for all adults is a cardinal characteristic of most community, technical, and junior colleges, minimum criteria for admission to AAS degree programs are essential.

Admission requirements should be established on an individual program basis to assure that the entering student has a reasonable probability for success and that course and program standards are maintained. Where appropriate, preassessment should be included in the admission requirements. Such requirements must be accompanied by maximum opportunities for access to programs by students who do not initially meet the requirements. Developmental or pre-technical certificate programs, tutoring, and/or special laboratory assistance are examples of how this may be accomplished.

9. AAS degree programs should be supported by student services designed systematically for the needs of career-oriented students.

As a result of the vigorous growth of occupational programs, student services now play a much larger and

more important, even critical, role in student success than previously. Some colleges have even expanded the definition of "student" to include the entire community of the adult work force and now offer services to the currently employed and the unemployed. Occupational education has thus expanded horizons and markets of two-year institutions immeasurably but must now provide for success and promotability as well as entry into employment. Continuous interaction with students should begin with preadmission testing, assessment, and counseling to assure a reasonable match of student aspirations and skills with programmatic requirements and expectations. These services should include career development activities which lead to successful placement and/or transfer.

10. A curriculum structure with multiple exit/re-entry points should be considered for the AAS degree whenever possible.

A multiple exit/re-entry structure for the AAS degree has distinct advantages for many students who because of work, family or other obligations do not complete the AAS degree in a continuous mode. Such students necessarily take advantage of convenient "stop-outs" where they can complete a segment of the program with some degree of closure before going further. One such common "building block" approach is a series of certificates which represent flexible components of the AAS degree program that may eventually be converted into the full degree. In this sense, the degree becomes a credential increasingly representative of technical and mid-management level employment; a natural step up from certificates generally identified with entry-level employment plateaus. The technical specialty component of the AAS degree should be provided as early in the program as possible. Exit/re-entry points at the end of the first term and/or first year of the program should be given particular consideration.

11. Credit toward the AAS degree should be awarded for knowledge and skills acquired through prior experiences.

Increasingly, the concept that learning is learning, regardless of the source, is gaining acceptance. The ultimate determinant of what is creditable must, however, reside in college policy determined with substantial faculty involvement. Currently, credit is being awarded by many colleges for prior knowledge and skills acquired from many sources including proprietary schools, the military, labor unions, community based organizations, in-service programs of business and industry, work experience, independent study, and examinations. Care must be exercised to assure that the integrity of program outcomes is maintained when such experiences are assessed.

12. AAS degree curricula should be articulated with appropriate general and vocational secondary schools.

There is a trend toward increased articulation between secondary and postsecondary institutions. The advantages of such articulation are to encourage earlier goal orientation, provide possible advanced placement and avoid unnecessary duplication. The growing use of outcomes as a basis for instruction and learning should make program comparisons much easier than the previous use of course titles and catalog descriptions.

13. AAS degree curricula should be articulated with receptive and appropriate four-year institutions through the cooperative planning and implementation of transfer agreements including two + two curricula.

Although AAS degree programs are designed primarily to prepare students for employment, they can no longer be considered terminal. In addition to the necessity for lifelong learning in response to the knowledge explosion, students can expect to make several career changes during their lifetime. Further education, including work toward a baccalaureate degree, should be anticipated for AAS degree graduates. Therefore, articulation agreements should be initiated by two-year institutions in those programs with the greatest potential for transfer. However, the occupational outcomes of AAS degree programs should not be subverted to the transfer potential.

14. Selected AAS degree programs should be networked among two-year institutions at the local, state, and national levels.

There is increasing interest in developing consistency and comparability among similar occupational programs on state and national levels. As the AAS degree becomes universally accepted as an employment credential, it will be feasible to develop selected programs with comparable outcomes across the nation without sacrificing local flexibility. Institutions developing or revising AAS degree programs should consider comparability and consistency with similar occupational programs. Further networking is encouraged and should be facilitated by educational institutions, state agencies, and other regional and national organizations.

Summary

The criteria for excellence are essential for the AAS degree to achieve its potential both as a national employment credential and the curricular foundation for the occupational mission of community, technical, and junior colleges. In highlighted forms, these criteria would help to assure that AAS degree programs are:

1. Clear and consistent in titles, length, components, and outcomes—publicized and documented for all to see and know.
2. Articulated continuously with employers, four-year colleges, secondary schools, and the non-collegiate sector including specialized accreditation, credentialing, certification, and licensing agencies.
3. Flexible in structure for our varied adult clientele, with multiple exit/re-entry points which optionally

may be compounded to attain the goal of technical and/or mid-management level employment equated with the AAS degree.

4. Open to students on a selective basis with full opportunity to remedy deficiencies in meeting admission requirements.
5. Supported by student services fitted to the occupationally oriented needs of AAS degree students.
6. Part of an expansive and universal definition and categorization of occupational education that conveys a positive image.
7. Part of a national network serving the comparable educational and training needs of the nation, states, and communities.

Implicit in these criteria for excellence in the AAS degree is the assumption that community, technical, and junior colleges have taken on preparation for employment as a major function of their emerging identity. That identity will be strengthened by developing criteria for excellence in the AAS degree, the curricular cornerstone of community college occupationally oriented training and education. Concurrent with enhanced identity may come national acceptance of the 1,200 community, technical, and junior colleges as the preferred delivery system for a national program of human resource development embracing job and career-oriented training, education, and services for the entire adult community—pre-employed, employed, and unemployed. Such a goal is humanitarian. It is also central to the national self-interest to insure an educated and trained work force prepared for present and future manpower needs which, in turn, helps maintain a strong competitive position for our nation in the world economy. The AAS degree provides the curriculum base from which such a national program can be developed.

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American Association of
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COMMUNITY EDUCATION

Community education is an endeavor that deserves the best efforts of publicly-supported community colleges, independent junior colleges, community schools, and other institutions and agencies. These endeavors should be made cooperatively whenever possible so that citizens will receive quality services that are well planned and efficiently organized. The American Association of Community and Junior Colleges pledges its efforts to work toward such cooperation at the national level with other associations in the community schools, university extension, and adult education fields. And we urge our member institutions to work diligently for such cooperation in their localities.

We see community education as an institutional commitment to assess community educational needs, to structure responsive community educational services, and to measure and report to the community the outcomes of such services. The assessments must take into account the needs of all citizens in regard to place of residence, income, educational level, race, sex or other such factors. The educational services that are offered should also take into account an assessment of the educational resources that are available to offer the needed services, which institutions or agencies are best prepared to offer and organize the services, and how they can best be coordinated when more than one organization is to participate. The measuring and reporting of outcomes is also important and it is in tune with the rights of the consumer and our tradition of public accountability by those who are to serve the public interest.

We applaud those community colleges, community schools, and other institutions and agencies that have worked out effective partnership relations in their communities. The emerging model of community schools developing contractual arrangements with community service programs of community colleges is especially attractive. We feel it is a means by which both kinds of programs can serve their communities well.

Community colleges approach community education with special attention to post-secondary needs in regard to age level, not grade level. This indicates that close working partnerships with community schools are especially desirable to avoid unneeded duplication of effort. The educational agency best prepared to do the job should receive the assignment and treat it as a stewardship with information on progress continually shared.

These are not just institutional arrangements. They are arrangements which have to be facilitated by the framework of public policy within which the institutions operate. Thus, policy-making bodies and funding sources must become a part of the planning process to be sure that such cooperative arrangements are facilitated and not frustrated. This should be possible if it is effectively demonstrated that the institutions involved are working together for the public interest. And it is our firm belief that the public interest has been and will be well served by effective community education programs which serve all citizens.

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DEVELOPMENTAL EDUCATION PROGRAMS

Developmental Education Defined

The term developmental education is used in post-secondary education to describe programs that teach academically underprepared students the skills they need to be more successful learners. The term includes, but is not limited to, remedial courses. Whether these students are recent high school graduates with inadequate basic skills, returning adults with dormant study skills, undecided students with low motivation for academic achievement, or English as a second language students, developmental programs can provide the appropriate academic tools for success.

Community, technical, and junior colleges have attracted a number of academically underprepared students seeking opportunities for higher education. The traditional solution for these students has been remedial courses. Recent research indicates that expanded and comprehensive developmental programs enable underprepared students to complete college-level coursework, thereby increasing retention and program completion.

Effective developmental education programs provide educational experiences appropriate to each student's level of ability, ensure standards of academic excellence, and build the academic and personal skills necessary to succeed in subsequent courses or on the job. Developmental programs are comprehensive in that they assess and address the variables necessary at each level of the learning continuum. They employ basic skill courses, learning assistance centers, supplemental instruction, paired courses, and counseling services. Effective programs are integrated into the curriculum of career and transfer programs, and they promote college-wide acceptance and responsibility for student success.

Recommendations for Strengthening Programs

During the decades ahead more non-traditional students—minorities, displaced workers, returning adults—will seek higher education opportunities. Many will enroll in community, technical, and junior colleges and will need developmental education to help them achieve academic success. Colleges must make a commitment, without apology, to provide quality developmental education programs designed to take students to higher levels of knowledge, understanding, and skills. Many community, technical, and junior colleges already are providing comprehensive, quality programs and can serve as exemplary models to others.

The following recommendations are offered as guidelines to establish and/or improve developmental education programs and support services:

1. Identify developmental education as an essential component of the institution's mission, endorse and explain the need for developmental education programs, and promote developmental education as fundamental to lifelong learning.
2. Establish and maintain effective developmental programs that support institutional integrity and standards of excellence.
3. Provide funding for developmental education programs at a level at least as great as for traditional programs and ideally at a level reflecting the more intensive resources required.
4. Provide students with a clear understanding of skills needed to effectively pursue college-level work by identifying and publishing the entry-level basic skills necessary for enrollment in each college-level course.
5. Address affective and cognitive skills, as well as motivation, interest, attitude, reading, writing, computation, problem solving, critical thinking, reasoning, study skills, self-directed learning skills, and other competencies required to be a lifelong learner.
6. Provide comprehensive and on-going counseling, advising, assessment, and other necessary support programs and services, recognizing that diverse student populations have special needs and that intensive teacher-student interaction is required through the use of low student-teacher ratios.
7. Provide a planned and on-going staff development and training program for all faculty, staff, and administrators; use faculty trained in developmental education at a minimum of the master's degree level and supported by trained paraprofessionals.
8. Provide multiple learning modes to meet the diverse learning styles and situations of individual students.
9. Foster linkages with other community agencies to facilitate student/client referrals and cooperative funding agreements and to avoid unnecessary duplication of resources.

10. Work with business and industry to promote ongoing developmental programs and, if necessary, provide on-site programs designed to meet specific employment needs.
11. Provide opportunities for developmental education faculty to share information with local secondary schools on requirements for success in college-level coursework.
12. Provide an annual review of developmental education programs to ensure that students acquire the exit-level competencies that match the entrance expectations of college-level courses.

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EDUCATIONAL BUSINESS ACTIVITIES OF COMMUNITY, TECHNICAL, AND JUNIOR COLLEGES

American higher edcation has a rich heritage of providing teaching, research, public service, and campus support. Since the passage of the Morrill Act, opportunities for higher education have been increasingly available to all Americans, with the development of community-based community, technical, and junior colleges leading the way.

The Nation's community colleges offer a broad spectrum of services and activities in response to the demands of society in a highly technical and rapidly changing environment. The requirement that these colleges continue to provide services to the community that enhance the quality of life, provide economic development opportunities, instill appreciation for democratic institutions of society and the cultural arts, and be accessible to all members of society presents a unique set of circumstances.

But community, technical, and junior colleges also recognize that small businesses have become increasingly concerned about the involvement by institutions of higher education in activities and endeavors that are viewed by some as outside their mission. Unfortunately, the extent to which higher education is involved in such activities has been distorted, thereby exaggerating the impact of such endeavors on small business. Furthermore, there are current state and federal laws and regulations governing the educational business activities of collegiate institutions, and these laws and regulations are adequate to address the issues raised by the small business community.

To further assist our colleges to self-regulate their educational business activities, we have developed this "Policy Statement and Guidelines on Educational Business Activities of Community, Technical, and Junior Colleges." We believe that this policy states clearly (1) our understanding and sensitivity to the concerns that have been expressed and (2) our firm commitment to ensure that our member institutions recognize their responsibility for implications of actions taken at their institutions when educational business activities are created and operated to serve their communities.

Guidelines on Education Related Business Activities

Community, technical, and junior colleges have the dual mission of teaching and community services. To carry out this dual mission, it is often desirable for the institution and its affiliated units to charge fees for providing goods and services that enhance, promote, or support its instructional, public service, and all other educational and support functions in order to meet the needs of the students, faculty, staff and members of the public participating in instructional events. Educational business activities should be established and carried on only when pursuant to, and in accordance with, an authorization and statement of purpose approved by the institution's governing board and/or chief executive officer.

Each educational business activity should meet the following five conditions:

The activity is deemed to be an integral part in the fulfillment of the institution's teaching and public service mission and other educational support activities, without regard to surplus revenue.

The activity is needed to provide an integral good or service at a reasonable price, on reasonable terms, and at a convenient location and time.

The activity is carried out for the primary benefit of the campus community but with sensitivity to the total community.

The college must comply with applicable laws and regulations pertaining to such activities, and educational business activities not falling within the guidelines established above may be unrelated business income activities.

The college should consult with employer advisory committees on any occupational education program whereby it is necessary for the college to operate a business in conjunction with the training program.

Summary

The Board of Directors of the American Association of Community and Junior Colleges recognizes that the business activities of member colleges merit increasing attention and discussion. Those activities, their relationship to the dual educational and service mission of the institution, their impact upon the private business sec-

tor, and the responsibility of the local college with respect to its tax exempt status require thoughtful discussion and analysis by each college.

Resolution

THEREFORE BE IT RESOLVED THAT MEMBER COLLEGES ARE URGED TO:

1. Adopt local Board policies regarding educational business activities;
2. Pay income tax on appropriate business services and activities as required by statutes;
3. Explore additional ways in which needed products and services may be provided by established local, regional, or state businesses, and;
4. Convey to their federal and state representatives that current law is adequate and that any modification ***must take*** into consideration the important service functions that community, technical, and junior colleges are expected to perform and provide for students, faculty, staff, and the community.

Adopted November 1987

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THE HUMANITIES

I. What Do We Mean By The Humanities?

The humanities are ways of thinking about what is human—about our diverse histories, imaginations, values, words, and dreams. The humanities analyze, interpret, and refine our experience, its comedies and tragedies, struggles, and achievements. They embrace history and art history, literature and film, philosophy and morality, comparative religion, jurisprudence, political theory, languages and linguistics, anthropology, and some of the inquiries of the social sciences. When we ask who we are, and what our lives ought to mean, we are using the humanities.

In addition to the specific content of this roster of disciplines, the humanities represent an approach to learning—an approach which is characterized by certain beliefs about the value of what is worthy of our interest and study. The study of the humanities ranges from the reading of great texts to the understanding of the contemporary, yet perennial, concerns of the human family. The methods of the humanities encompass the methods of the particular disciplines as well as the methods of broader, interdisciplinary inquiry such as the critical and imaginative use of language, texts, and other artifacts of human experience. Whether in content or method, however, study in the humanities always has as its fundamental objective to reveal that which is significant about human life—past, present, and to the extent possible, the future.

II. Why Study The Humanities At Community Colleges?

Learning in the humanities is particularly critical in community, technical, and junior colleges because of the strong interest on the part of students in practical education. It is important that students become economically self-supporting. But it is equally important for them to broaden their horizons so they may participate willingly and wisely in a fuller range of human activity.

The humanities do have inherent worth. The proper study of the humanities, however, is also decidedly practical. For example, the development of advanced technologies requires not only higher order processes of intelligence, but also a keen appreciation of the impact of technology on the human environment. The humanities concentrate in direct ways on skills of the mind and skills of language, while the ability to reason clearly and communicate well should be a goal of all branches of study. These capabilities, by their very nature, are especially connected to the humanities. The medium of the humanities is essentially language, and their use of language sets in motion reflection and judgment. The humanities assist in developing insights and capacities that are essential for a well-formed public life as well as a fulfilling private one.

The concerns of the humanities extend to many enduring and fundamental questions which confront all human beings in the course of their lives: What is justice? What is courage? What should be loved? What deserves to be defended? What is noble? What is base?

Community college faculty must teach the humanities to their students so that each student is better able to discover a sense of relationships among life, work, and circumstances; to understand self and society through different eyes, places and times; to reflect on the way personal origins and beliefs affect actions and values; to encounter questions and answers posed in the past; and to raise similar questions about the present and future.

Study of the humanities nurtures the imagination and offers individual and private pleasure. Study of the humanities encourages the best habits of mind. Study of the humanities fosters disciplined approaches to questions that do not have necessarily correct answers. Study of the humanities promotes an enhanced ability to make value judgments—to select the wiser course of action. Study of the humanities inculcates a sense of common culture, encouraging civic purpose and citizenship practices. Study of the humanities seeks balance between the individual and society while fostering the basis of any civilized society—civility and mutuality.

Beyond responsibility to their students, community colleges have a further obligation to the communities they serve. It follows that they should teach the humanities to *all* students so that social cohesion may be fostered through shared understanding, language, and values. Community college students should study the humanities for a seemingly simple reason—to gain knowledge and ability to think concretely about important social and personal questions and to communicate these thoughts through clear and effective written expression. The practical demands of life—both private and public—are illuminated and made more valuable by the study of the humanities.

III. Recommendations to Community College Leaders

The ferment in higher education, reflected by the many calls for educational reform from all quarters, suggests that now is an opportune time for educational leaders to speak out on behalf of the importance of the humanities to the associate degree offered by community colleges. To that end, the following recommendations are offered:

Recommendation 1. Educational policy concerning the humanities and their place in the community college curriculum should be framed within the context of an overall policy on a liberal or general education program of study.

Recommendation 2. Study in the humanities should be a required part of *every* degree program offered by community colleges.

Recommendation 3. Study in the humanities *disciplines* should be required beyond existing college requirements for such courses as composition, public speaking and communications.

In order to assure that the humanities maintain their proper place in the curriculum, it is crucial that the following degree requirements be made public and manifest via the endorsement of the highest policy and administrative bodies—trustees, presidents, academic deans and other administrators. Hence:

Recommendation 4. A minimum of six semester hours in the humanities for the degree of Associate in Applied Science;

Recommendation 5. A minimum of nine semester hours in the humanities for the degree of Associate in Science; and

Recommendation 6. A minimum of twelve semester hours in the humanities for the degree of Associate in Arts.

The *manner* of teaching college courses, as well as the *content* of courses, especially courses with specific humanities content, is vital to the educational process. Instruction in the humanities must engage students extensively in activities that take them beyond the mere acquisition of facts and the comprehension of principles and theories. Students must be asked to understand the human circumstances that the materials address and to consider critically alternative points of view. Therefore:

Recommendation 7. Humanities courses should develop students' abilities to participate in reflective discourse, to question, analyze, and understand. To develop these abilities, humanities classes must include extensive reading, writing, speaking, and critical analysis of the perspectives, cultures and traditions that make up our intellectual heritage.

Community colleges serve a wide and varied population, with the typical student body reflecting diversity in age, sex, ethnicity and interests. The faculty of these institutions, being most familiar with student needs, should take the lead in building appropriate humanities programs. Therefore:

Recommendation 8. The faculty within each institution should develop a comprehensive plan for helping its students achieve knowledge of and sophistication in the humanities. This plan should include a coherent program of courses in sequence, with clear indication of which courses in the humanities are basic, which courses presuppose others, which courses are best taken concurrently with others, and which courses constitute appropriate selection for students who will take limited coursework in the humanities.

It is important that good teaching be the basis for faculty promotion and recognition. To encourage and assist good teachers to continue in the profession and to stimulate others to develop good teaching skills, three recommendatons are offered:

Recommendation 9. Evidence of good teaching should be used as an explicit criterion for hiring, promotion, tenure, and other forms of professional recognition. This will demand the development of appropriate measures of teaching ability and effectiveness.

Recommendation 10. Faculty development resources should be used to help faculty develop their teaching skills and further their knowledge of their discipline. Full-time faculty, and in every instance possible, part-time faculty as well, should be encouraged to attend the meetings and conferences and read the publications of those academic organizations which are increasingly turning their attention to the quality of teaching in our colleges.

Recommendation 11. Funds should be made available to college libraries and learning resource centers for the purchase of materials that support research, provide the basis for cultural enrichment, and constitute resources for programs in the humanities.

Humanities studies do not, and should not, end in high school. Neither should they begin and end in college. Courses of humanistic study can and should be integrated so that high schools and colleges can build on the habits of mind and knowledge acquired by students in their early classes and developed in later ones. Therefore, it is recommended that articulation processes be developed to meet these goals:

Recommendation 12. Governing boards, administrators, and faculties of community colleges, high schools, and four-year colleges should work together

to plan a unified and coherent humanities curriculum for their students.

It is urgent that these recommendations be circulated widely to college administrators, legislative officials, and college faculty as well as to the public and private presses.

IV. Background

The American Association of Community and Junior Colleges received an emergency grant from the National Endowment for the Humanities to enable community, technical, and junior college leaders to:

- examine *To Reclaim A Legacy: A Report on the Humanities in Higher Education* by William J. Bennett, in terms of its relevance and application to community, technical, and junior colleges, and;
- make specific recommendations regarding humanities requirements for associate degrees awarded by community, technical, and junior colleges.

To accomplish these purposes, AACJC convened a two-day humanities roundtable on June 23–24, 1985, in Washington, D.C., led by Dr. Judith Eaton, Chair, AACJC Board of Directors and President, Community College of Philadelphia. Twenty-three participants, selected for their demonstrated commitment to the humanities in community colleges and broad overview of the college scene, attended the meeting. They met at the AACJC offices to discuss the Bennett report; respond to a position paper prepared for the roundtable by Dr. Tziporah Kasachkoff, Professor of Philosophy, Borough of Manhattan Community College and Dr. Joshua Smith, then Chair-elect, AACJC Board of Directors and Chancellor, California Community Colleges; and develop a set of recommendations for community colleges nationwide that offer the various associated degrees.

The recommendations, presented herein, are addressed to community college leaders—presidents, governing boards, administrators, faculty, and curriculum committees. Responsibility for placing the importance of humanities study before the college community and mobilizing activities in its support belongs to each community college president.

Adopted April 1986

American Association of
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INTERCOLLEGIATE ATHLETICS

Introduction

On August 1, 1986, the American Association of Community and Junior Colleges Board of Directors formed a limited duration Ad Hoc Committee on Intercollegiate Athletics. The committee's charge was to develop recommendations concerning student eligibility standards, national governance structure, and the role of chief executive officers (CEOs) in the operation of intercollegiate athletics.

In late September 1986, the Ad Hoc Committee ordered a poll to provide information on CEOs' attitudes about National Junior College Athletic Association (NJCAA) athletic eligibility rule changes. A survey was mailed to 969 community/junior college CEOs to complete and return by October 31. The Committee met and developed recommendations that were based on the individual committee members' experiences in dealing with the various issues and on the survey results. At the outset there was an awareness that the proper reporting relationship was to the AACJC, but many of the recommendations would impact directly on the National Junior College Athletic Association (NJCAA).

On December 8, 1986, the Ad Hoc Committee convened in Chicago to analyze the survey results and formulate a series of recommendations to the AACJC Board of Directors. On April 22, 1987, the AACJC Board of Directors reviewed and adopted the following recommendations.

Recommendations:

1. **AACJC and NJCAA will jointly work to obtain greater CEO involvement in the formation and oversight of policies related to intercollegiate athletics.**
2. **A National Advisory Board of CEOs to the NJCAA Governing Board will be formed.** The 24 existing regions will be grouped into six large entities comprised of four contiguous regions **only** for the purpose of selecting a CEO to represent them on the advisory board. Additionally, 3 other at-large members will be appointed by AACJC creating a 9-member board. Their purpose will be to separately review upcoming rule and eligibility changes and make direct recommendations to their "region" CEOs and to the NJCAA Board of Directors in advance of any vote on adoption through regular NJCAA procedures.
3. **NJCAA will consider the formation of a single national athletics governance structure for all two-year colleges.** This structure will provide more stability and uniformity in formulating and implementing equitable policies throughout the country. Underlying both recommendation #1 and recommendation #2 is the need to encourage better communication among CEOs to obtain a proper counterbalance perspective for advocates involved in the coordination of daily athletic activities. An NJCAA communication structure is already in place and should be more fully utilized by CEOs through their regional representatives.
4. **Athletic eligibility standards should be developed to assure that continual progress towards a degree or certificate is maintained.** The present NJCAA academic eligibility rules do not adequately insure a student's reasonable academic progress. Some initial latitude in requirements as the student adjusts to college life may be needed; but the final standards must be set so college graduation requirements are met.

   Limitations of time and resources precluded the development of an extensive range of detailed recommendations concerning the complex matter of standards of progress. The development of specific rules involving the interrelationships of credits attempted, credits earned, term grade point averages, cumulative grade point averages, evaluation of transfer credits, etc., was beyond the committee's scope and expertise. It was decided that AACJC and NJCAA should jointly convene the appropriate personnel to seek more stringent and national standardization.
5. **Although current numbers of part-time students are small, monitoring such students, especially in team sports, is warranted.** There was some question raised about the reasons a student was having to take a part-time load inhibiting his/her ability to participate, yet maintain, academic progress. The purpose of such monitoring would be to evaluate the impact of the new part-time rule to determine if it should be continued.
6. **Semester and quarter hours should be equated for determining athletic eligibility.** Nationwide computational standards already exist (1.5 quarter hours are equivalent to 1 semester hour). This equivalency should also be used for athletic eligibility purposes, e.g., 24 semester hours equals 36 quarter hours.

7. **Colleges should be allowed the discretion of adopting more stringent standards than the current NJCAA rules.**
8. **A transfer student to the two-year college should be required to meet the same athletic eligibility standards as a second year, two-year college participant.** Further, this transfer student should not be able to avoid the grade requirements just because he/she did not participate at the four-year level.
9. **AACJC and NJCAA will take prompt and committed action to study those ancillary issues cited in Table 22 of the survey.** Such study should result in specific action steps and should include a feedback mechanism to monitor and evaluate their effectiveness.

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INTERNATIONAL EDUCATION

The interdependence of the peoples and nations of the world is a dominant factor and an expanding dimension of Twentieth Century life. Education for international/intercultural understanding has thus become imperative for Americans. The urgency of world issues confronting the United States increases the need for an internationally aware and competent citizenry, able to understand and function within the diversity of cultures and systems both within and beyond our national boundaries.

To help Americans achieve this competence and awareness, international education must receive renewed emphasis. The term international education encompasses a number of educational activities, most commonly including the following: an overall curriculum with global dimensions; foreign language programs; cultural and ethnic studies; study abroad programs; foreign students on U.S. campuses; faculty exchange programs; community forums on foreign policy issues; and the provision of technical assistance to other countries.

Community colleges are in a strategically strong position to undertake this challenge. They constitute a widely-dispersed network committed to accessibility and service to the local community. Their students reflect the social, economic, ethnic, and occupational diversity of American society. Moreover, for many of the students, the community college will provide their only college-level education.

Therefore the American Association of Community and Junior Colleges encourages community, junior, and technical colleges to acknowledge and support the value of the international dimension within the total institutional program.

AACJC recognizes the need for providing appropriate support services within its capabilities and structures to assist in the development of international and intercultural education in community, junior and technical colleges.

The Association recognizes and accepts the responsibility to provide leadership in interpreting and supporting the role of two-year community-based institutions in international education.

Adopted April 1982

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AACJC POLICY STATEMENT ON AMA PROPOSED REGISTERED CARE TECHNICIAN

Responding to the manpower education and training needs of American industries is a significant part of the mission of the American community colleges. The health care industry is assuredly one of the most sizable and important of the many such industries served by our colleges.

The nation's community colleges recognize the shortage of skilled personnel and the pressing needs of the health care industry. The AMA's position expresses to us the physician's concern with the provision of patient care, now and in the future.

It is our position that the RN should remain the professional standard of nursing care, and with the leadership and cooperation of the medical and nursing professions, the shortages can be met through the ADN and LPN programs.

We call to the attention of government and licensing agencies of the profession the attraction of these community college programs to minorities, single heads of households, displaced homemakers, and other "at risk" populations.

We advocate expansion of the pool of potential applicants into these community college nursing programs through new financial aid packages as well as an increase in the currently available scholarship and grant monies.

We urge financial and legislative support for the continuation of the community college's nursing programs.

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STUDENT ASSESSMENT

A Philosophy

Community, technical, and junior colleges attract a highly diverse student population. The varied skill levels of this population, coupled with the high rate of documented adult illiteracy in the United States, indicate that appropriate assessment of student skills and careful placement in responsive education programs are needed to increase the probability of student success. Comprehensive assessment is critical to the achievement of access and to ensuring that the "open door" is not a "revolving door." To allow academically underprepared students to enter classes for which they are not ready may close the door to student success and block the road to achievement of both institutional and student educational goals. An effective assessment program will promote educational quality, access, and the efficient use of institutional resources.

Student Assessment Defined

Student assessment is a systematic process by which student abilities, interests, and achievements are determined. While assessment is most commonly used as a pre-enrollment test of abilities in such areas as math, reading, and writing, effective and comprehensive assessment programs are much broader in scope and occur throughout the educational process. In addition to basic skills assessments, effective assessment programs should include past performance, educational readiness (mental, physical, and emotional), educational goals, study skills, self-concept, and motivation.

Since assessment and testing often are inappropriately used interchangeably, it is critical that community, technical, and junior colleges understand the nature of an effective assessment program. Assessment is the ongoing process of assisting students in making appropriate decisions, assisting faculty and staff in determining the educational interventions most appropriate for student success, and assisting administrators and policy makers in making sound decisions to promote student success. The assessment program should combine systematic efforts and educational tools to guide the learning and teaching processes. The program should begin on or before the time of enrollment, continue throughout enrollment, and conclude with outcome assessments.

Recommendations for Action

The following recommendations are offered to community, technical, and junior colleges with the understanding that successful assessment programs will benefit institutions and their students in numerous ways. Colleges will be better able to meet diverse population needs, better prepare students for study, and improve the overall rate of student success and retention if they:

1. Provide a comprehensive and systematic assessment program for all students. The assessment program should include, but not necessarily be limited to, academic development in basic skills, self-concepts, study skills, motivation, educational readiness, educational goals, and past achievements. In addition, use appropriate assessment processes such as counseling, interviewing, and studying past performance. All credit students must be assessed in appropriate areas using effective measures and tools. Certain aspects of assessment are appropriate and necessary for non-credit students as well.

2. Schedule time for students to meet with trained professionals prior to initial enrollment to develop an educational plan based on basic skill levels, past performance, educational goals, motivational level, self-concept, and personal circumstances. Follow-up programs should be implemented for students identified through this assessment process as underprepared.

3. Seek extensive college-wide input to guide the development and maintenance of the assessment program. It is vital that instructional and student development staff, students, and policy makers collaborate to ensure successful development, implementation, and evaluation of an assessment program.

4. Develop educational programs, especially developmental studies and support services, that are responsive to students needs as identified through the assessment program. This will ensure adequate entry-level skills for students in specific courses and will maintain the high quality of the instructional program. Regular evaluation and timely modifica-

tions of the educational programs are essential to meet the identified student needs.

5. Use the assessment process to ensure proper placement of students. Proper placement is not intended to deny access for students but is needed to prepare students to more successfully pursue their goals.

6. Provide continuous staff development to improve expertise of staff and the quality of the total assessment program. Professionals who work with assessment instruments should be carefully trained in all aspects of the assessment program. Coordination of assessment activities should be the responsibility of individuals with experience in and commitment to a comprehensive assessment program.

7. Expand research activities to incorporate the collection and dissemination of assessment information. These research efforts should include, but not be limited to, the establishment of normed data bases, appropriate data analysis, evaluation criteria, evaluation of student outcomes, and validation of course placement.

8. Consider needs of special populations during the development of assessment policies and procedures. These include, but are not limited to, ethnic minorities, international students, limited English-speaking students, disabled students, women, adult learners, and returning or re-entry students. Procedures should be developed to remove barriers such as the lack of alternative tests and delivery processes.

9. Commit funding for necessary staff, facilities, equipment, and administration of the assessment program. Help local, state, and national policy makers understand that the delivery of assessment and developmental interventions may cost more than the delivery of traditional educational programs, but the cost may be lessened by increased student retention and success rates. Provide enough funding of assessment programs to make these services available for students at little or no cost; assessment programs should not be a barrier to access.

10. Disseminate information about the college's assessment program throughout the college and the community. Students, faculty, staff, and the community must be informed about the availability and use of various assessment procedures. Access to and referral into the assessment process is dependent on effective, on-going information.

11. Help federal, state, and local policy makers understand the assessment issues as they make recommendations, policies, and laws. Simply mandating testing without other assessment activities is not comprehensive assessment and may actually restrict access, quality, and equality in educational opportunity.

Adopted November 1987

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